

Dual Language Learning: Benefits for All Our Children

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First Things First
Early Childhood Summit, 2016



Overview

- Phase 1
 - Historical Background of DLL
 - Key Benefits of DLL
- Phase 2
 - ELL Trends in the US
 - Arizona Demographics
 - Osborn School District Dual Language
- Phase 3
 - iTeach ELL
 - EYEPlay DLL

True or False

- U.S. Constitution, ratified in 1787, established English as the official language of the US
 - True or False
- Dual Language Learning (DLL) has a rich history in the United States?
 - True or False

Historical Background of DLL

Permissive Period

- Since the inception of the US, language diversity was the norm
 - 1664-New York had at least 18 languages spoken on Manhattan island
 - 1694-German language schools established in Philadelphia
 - 1787-US Constitution ratified with no official language specified

Historical Background of DLL Permissive Period

- Early to mid 1800s, a number of states authorized and promoted bilingual education
 - 1839-Ohio legislated bilingual education in English and German
 - 1845-Louisiana adopted Ohio's bilingual education law in French and English as coequal languages

Restrictive Limits Against Bilingual Education/Bilingualism

- Late 1800s, English-only movement is enforced
 - 1855-California pushes English-only instruction
 - 1879-Second California constitution bans official publications and proceedings in languages other than English
 - 1879-English-only rules are enforced for American Indians
 - 1889-Wisconsin and Illinois adopts English-only laws

(Crawford, 2004,p.96-97; Ovando, 2003)

Restrictive Limits Against Bilingual Education/Bilingualism

- Early 1900s, World War I and II influence Americanization efforts
 - 1919-34 states have enacted English-only instructional laws and bilingual education is dismantled in much of the US
 - 1919-Ohio bans any use of German in its public schools
 - 1919-Texas legislature makes it a criminal offense to use any language but English as the medium of instruction

(Crawford, 2004, p.97; Ovando, 2003)

New Opportunities for Bilingual Education



- Rebirth of Bilingual Education through Cuban community
 - 1963-Two-way bilingual education program established for Spanish and English-speaking children at Coral Way Elementary School in Miami

(Crawford, 2004, 97; Ovando, 2003)

Federal Involvement in Language Policies

- The Civil Rights Act of 1964, which banned race, sex, and national-origin discrimination in public facilities
- The Elementary and Secondary Education Act of 1965 (ESEA), which addressed the academic needs of poor children
- 1968-Bilingual Education Act (Title VII of ESEA) designed to assist students with limited English skills

Equal Educational Opportunities Act *Lau v. Nichols* Decision-1974

- Under Title VI of the Civil Rights Act, the Chinese speaking children were entitled to special assistance to enable them to participate equally in the school program
- “There is no equality of treatment,” wrote Justice William O. Douglas, “merely by providing students with same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.”

(Crawford, 2004, p.112)

Dual Language/Bilingualism

- Recent research is demonstrating that bilingualism/bi-literacy is an **asset**, not a deficit, for individuals, community, and the broader society
- Dual language learners (DLLs) are children learning two (or more) languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language

Dual Language/Bilingualism

- Estimated that roughly one million elementary grade students (3% of US students) are in bilingual programs; no more than in 1900
- Dual Language Programming, as a means, supports the ultimate goal of bilingualism and bi-literacy for all children. **So what are the benefits?**

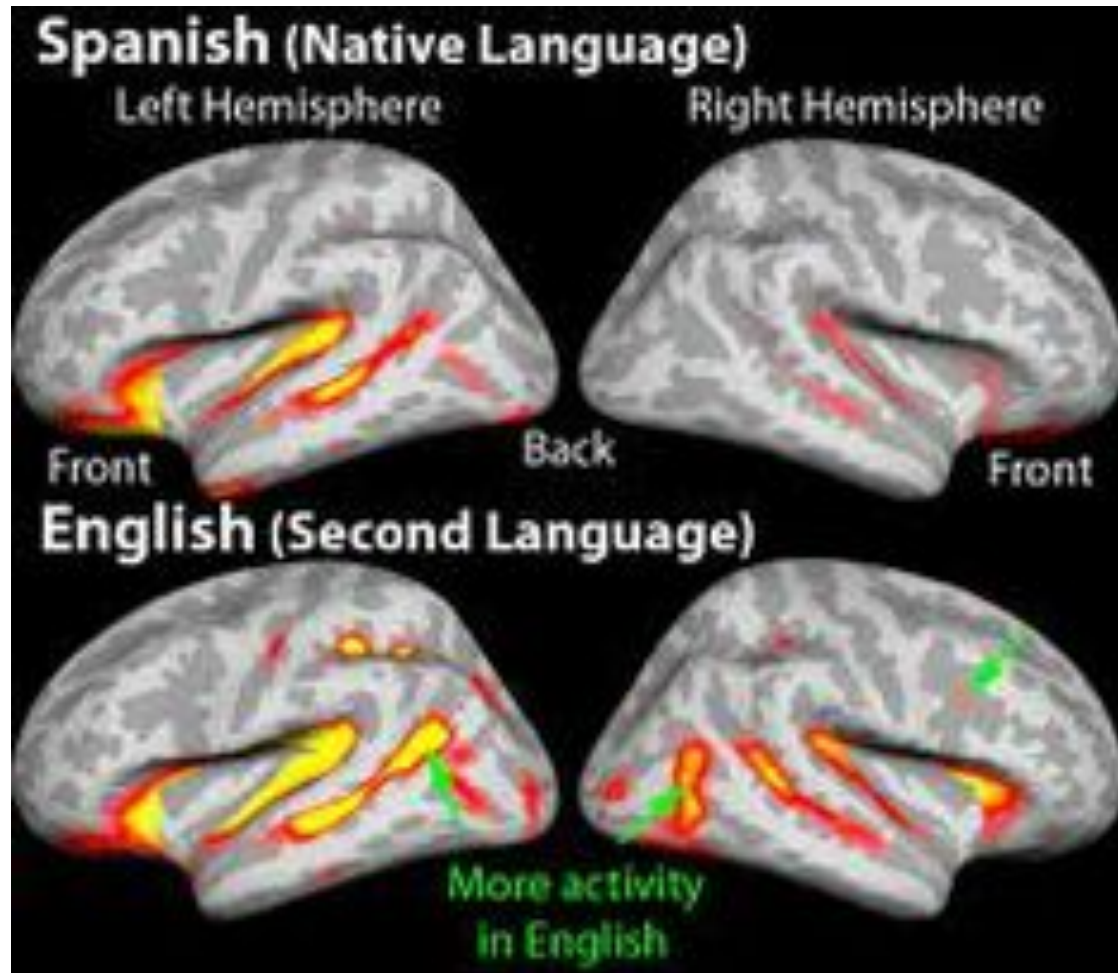
(Goldenberg & Wagner, 2015)

DLL Benefits

- Cognitive
 - Enhanced attention and task persistence; enriched awareness of language structure and phonology; improved abstract and symbolic representational skills
 - Delays Alzheimer's disease and other forms of dementia
- Familial
 - Promotes intergenerational relationships
 - Promotes cultural heritage

(Goldenberg & Wagner, 2015)

Monolingual and Bilingual Brain Activation



DLL Benefits

- Social
 - Promotes intergroup relationships, identity, and self-esteem
 - Promotes cross cultural understanding in a contextually sensitive manner
- Economic
 - Higher high school retention rates, lower unemployment rates
 - Need for employees that speak multiple languages (e.g., Chinese and Spanish) leading to improved wage earnings

What have we addressed so far?

- Historical Trends in language learning
- The benefits of DLL/Bilingualism

Where are we heading next?

- English language learners (ELLs) in the US
- Arizona demographics
- Osborn School District #8, Phoenix

English language learners (ELLs) in the US

- From 1994 to 2010, the percentage of English language learners (ELLs) in the U.S. grew by over **63%** and has grown steadily since then (National Clearinghouse for English Language Acquisition, 2011)

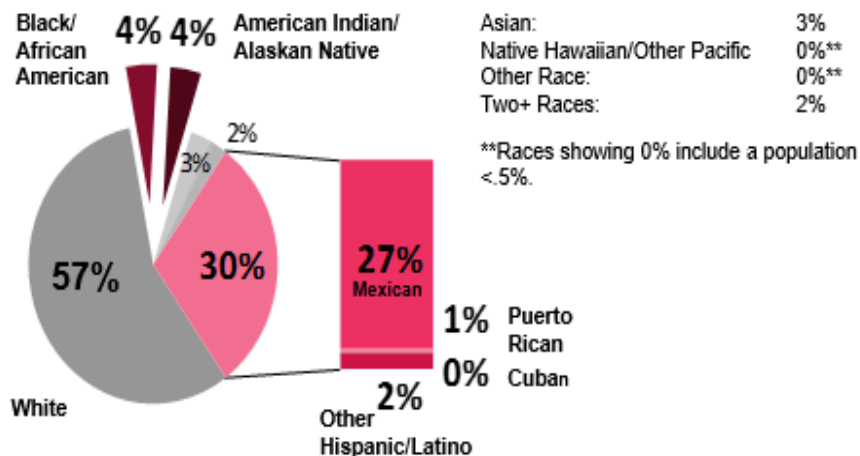
Arizona Demographics

30% of AZ residents identify themselves as Hispanic/Latino.

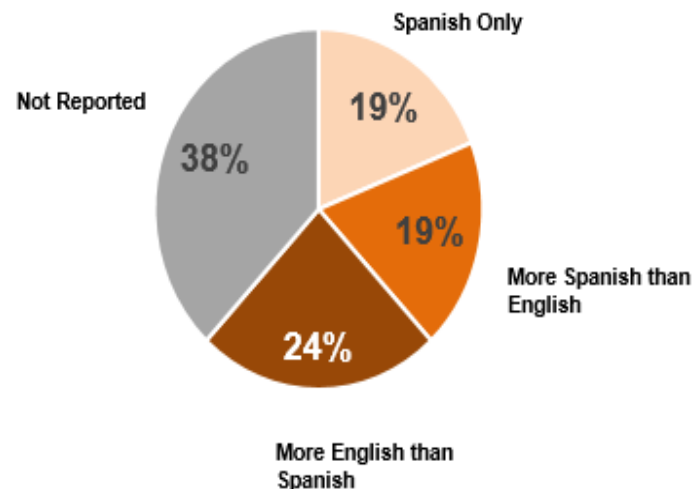
44% of children between the ages of 0-5 are Hispanic/Latino.

There are approximately **229,455** Latino families with children between the ages of 2 and 5 in Arizona.

Resident Race/Ethnicity



Language Spoken
Latino Families with Children between
Ages 2-5



* Origin can be viewed as the heritage, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. People who identify their origin as Hispanic, Latino, or Spanish may be of any race.

Data from the US Census Bureau, using the 2011-2013 American Community Survey 3-year estimate data (<http://www.census.gov/acs/www/>) and Nielsen.

Osborn School District

Demographics

- Serves 3000 elementary students in Central Phoenix
- Free Reduced Lunch from 85% to 92%
- **Student Demographics**
 - Hispanic 67%
 - Asian 2%
 - Black 11%
 - Native Am 8%
 - White 10%
 - English Language Learners 11%
 - Mobility Rate 52%
 - Special Services Eligible 17.5%
- Students represent over 40 countries and 30 languages

Osborn School District

Dual Language History

- 20 year history of research-based dual language programming
- Mid 1990s, Osborn piloted a dual language program with Foreign Language Acquisition Program (FLAP) grant from the U.S. Government
 - Develop competency in both Spanish and English
 - Support the culture, heritage, and communication needs of all families
 - Build a robust community footprint in the District where the community members feel strongly connected to their schools (“They own them”)

DLL Challenges in Osborn

- Finding bilingual, bi-literate teachers and instructional assistants is a major challenge
- Sustainability requires committed governing board, district leaders, teachers, and parents
- Middle school is particularly challenging
 - Finding teachers who are bilingual, bi-literate and qualified in academic content areas

Osborn School District

Current Dual Language Classrooms

School	Grade	Total DLL Classes
Encanto	PreK-3	10
Clarendon	4-6	6
Longview	PreK-2	6
Solano	PreK	3
Montecito	PreK	3

Osborn School District

Benefits of DLL

- Preserve the culture and language of families
- Strong parent commitment
- Children in the DLL program are more stable and there is less turnover
- Enhanced self-esteem and respect for others
- Increased cross cultural understanding for all children and families
- Increased cognitive development and problem solving
- Enhanced academic performance

Middle School Students' Problem Solving



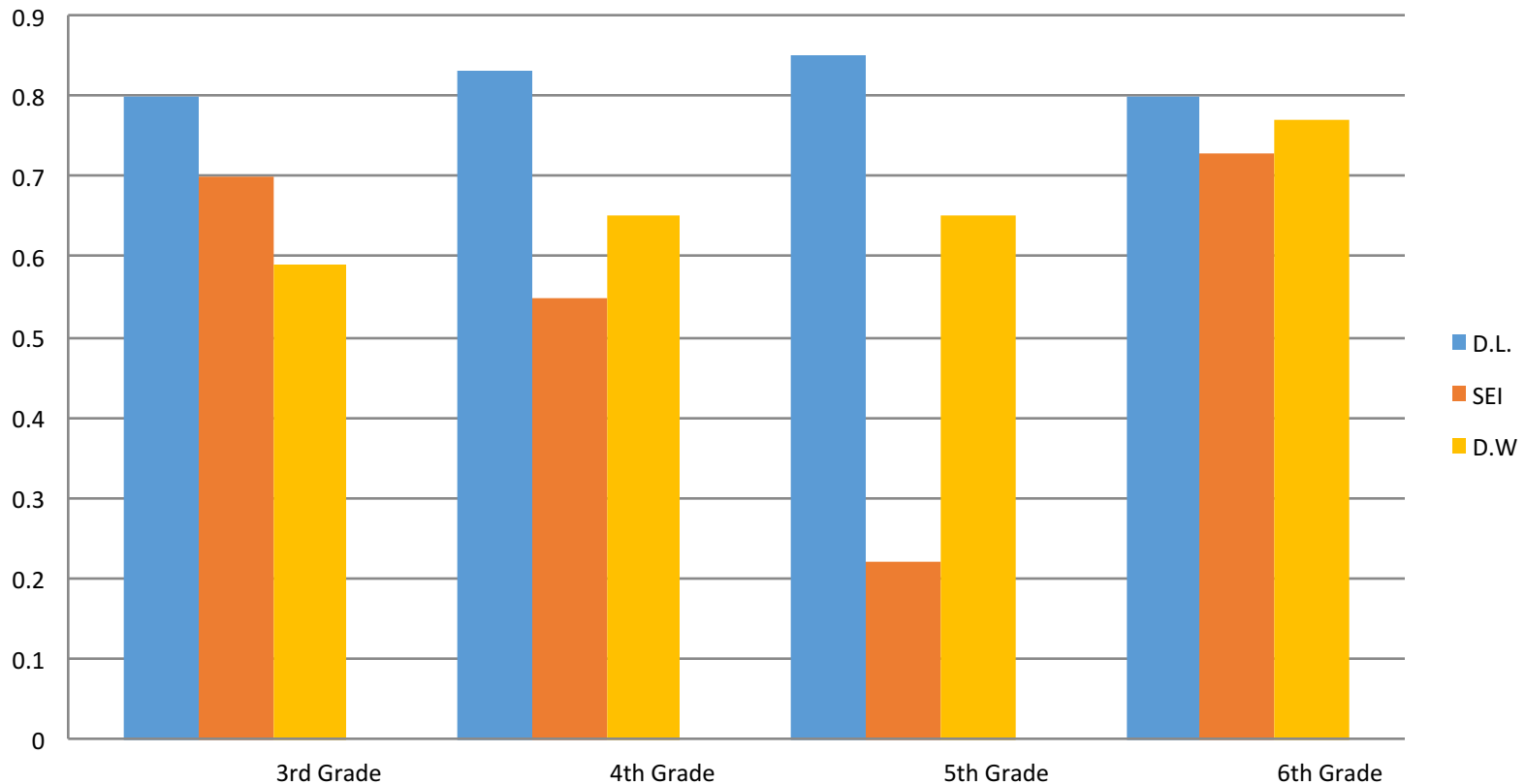
Middle School Students' Benefits



Osborn AIMS Achievement in Reading

2012-2013

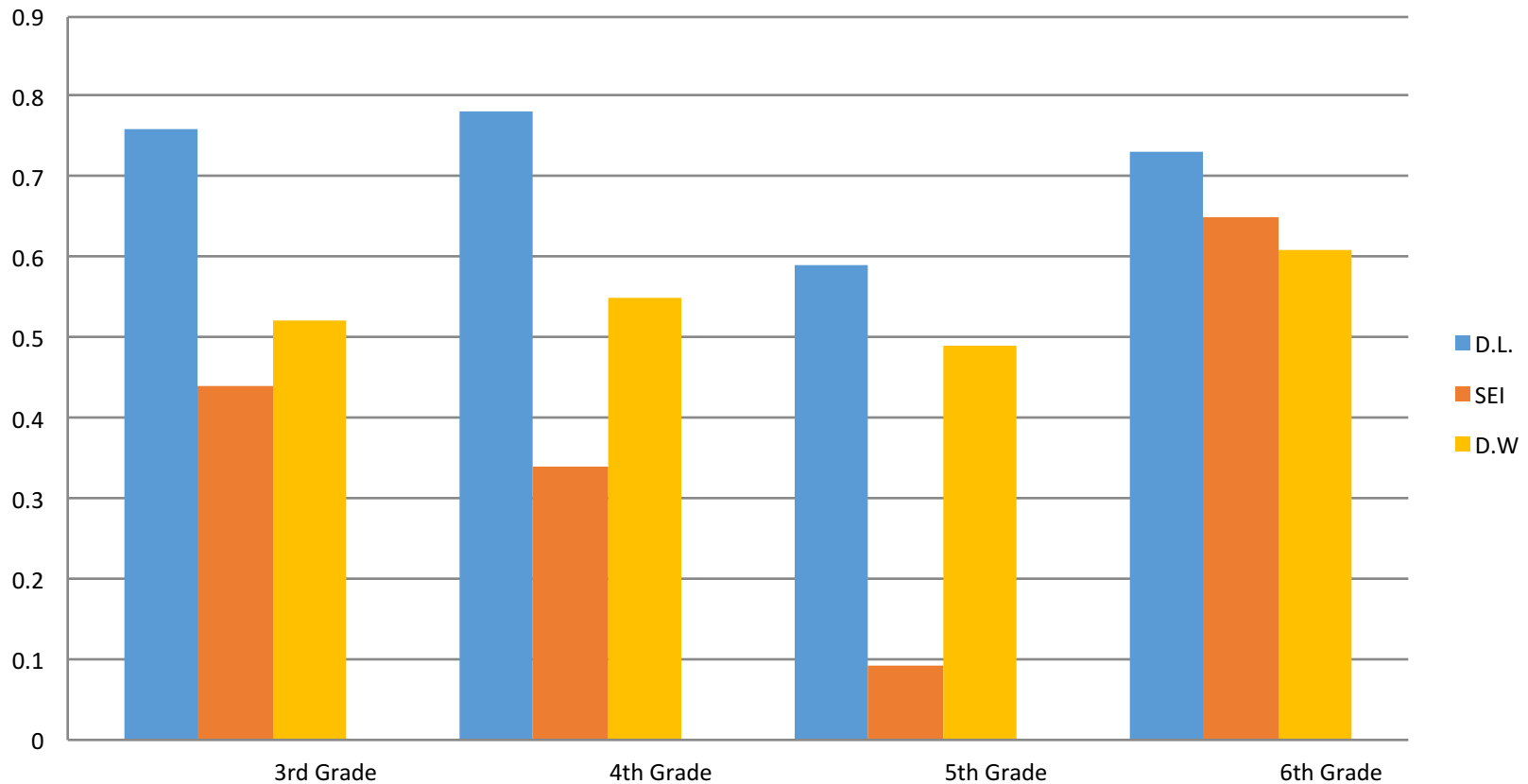
AIMS Achievement: Percent Passing Reading 12-13



Osborn AIMS Achievement in Math

2012-2013

AIMS Achievement: Percent Passing Math 12-13



Osborn Az Merit 2016

- On the English Language Arts subtest component of the 2016 AZ Merit test, the Osborn DLL students **consistently outperformed** the non-DLL students in grades 3 through 6

Additional Osborn DLL Student Accomplishments

- In 2015-2016, there were 34 sixth graders, 17 seventh graders and 20 eighth graders, for a total of 71 Osborn DLL students, who passed the high school Spanish 1-2 proficiency assessment.
- The sixth and seventh graders will have the opportunity to test out of Spanish 3-4 and be eligible for AP Spanish as freshmen in high school.

Middle School Students' Future Plans



What have we learned so far?

- AZ Changing Demographics
- Osborn School District and DLL History
- Benefits, Challenges, and Accomplishments
- Voices of middle school children

Where are we heading next?

- iTeach ELL: Preparing effective teachers for English language learners
- DLL Early Years Educators at Play (EYEPlay) Professional Development (PD) Program of Research

iTeach ELL

- The Mary Lou Fulton Teachers College received a 5 year investment of 10 million dollars from the US Department of Education in 2014
- The purpose of the iTeach ELL project is to integrate strategies to promote English language development and literacy skill development in all math and science methods classes for pre-service teachers

iTeach ELL

- The goal is to prepare all of our teachers to more effectively instruct ELLs in content knowledge, academic language skills, and higher level literacy skills
- All teachers will use problem-based learning (PBL) pedagogy and design principles to establish knowledge and skills that can apply to “real world” classrooms

The logo for CHILDPLAY features the word "CHILDPLAY" in a stylized, colorful font. Each letter is composed of geometric shapes in various colors like red, orange, green, blue, and purple. Below the word "CHILDPLAY" is the text "DLL EYEPlay PD" in a bold, yellow, sans-serif font.

CHILDPLAY

DLL EYEPlay PD

- DLL EYEPlay is a yearlong, evidence-based early childhood PD program that pairs professional theatre teaching artists (TA) with preschool teachers who teach in DLL classrooms (English and Spanish) within low-income settings
- The program is a modified two way immersion model where core content is taught in both Spanish and English to a mixture of native Spanish and English speaking children.

DLL EYEPlay Project

- This project is an exploratory study on dual language models for preschoolers in the 3-5 years old age range
- We examine the impact of the EYEPlay PD program on teacher and child outcomes within DLL preschool classroom contexts

Osborn and Creighton DLL Classes

- Osborn
 - 6 IDEA DL Preschool Classrooms
 - 5 Community DL Preschool Classrooms
- Creighton
 - 5 Community DL Preschool Classrooms

Research:

Teacher and Child Outcomes

- To what extent does the arts-based (drama) dual language program lead to high quality instructional practices (as measured by CLASS)?
- To what extent is the program successful with children who enter with varied native English or Spanish language skills?
- To what extent are children ready for kindergarten as defined by developmentally and culturally appropriate early childhood assessments (as measured by Teaching Strategies Gold)?

DLL EYEPlay PD: Drama in Teaching

- The use of drama in teaching has shown to be effective in meeting key learning objectives related to:
 - language and literacy
 - symbolic thinking
 - problem solving
 - promoting confidence, empathy, and self-expression

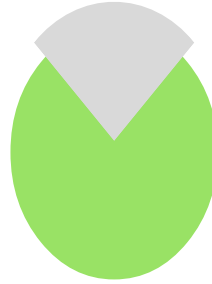
(Szecsi, 2008; Podlozny, 2000; Brown & Pleydell, 1999; Mages, 2008)

DLL EYEPLAY MODEL STRUCTURE



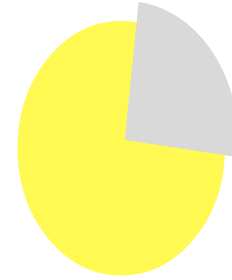
TEACHER
INSTITUTE

UNIT 1



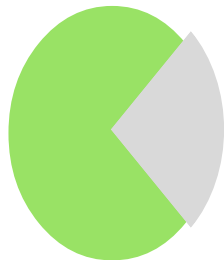
PANTOMIME &
RECEPTIVE
LANGUAGE

UNIT 2



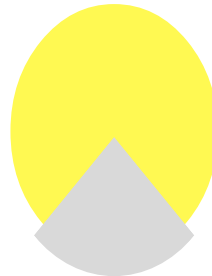
CHARACTER DEVELOPMENT &
EXPRESSIVE LANGUAGE

UNIT 3



PANTOMIME &
RECEPTIVE
LANGUAGE 2.0

UNIT 4



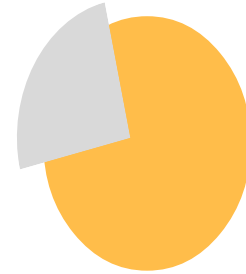
CHARACTER
DEVELOPMENT &
EXPRESSIVE LANGUAGE 2.0

UNIT 5



GROUP
STORYBUILDING &
PROBLEM SOLVING

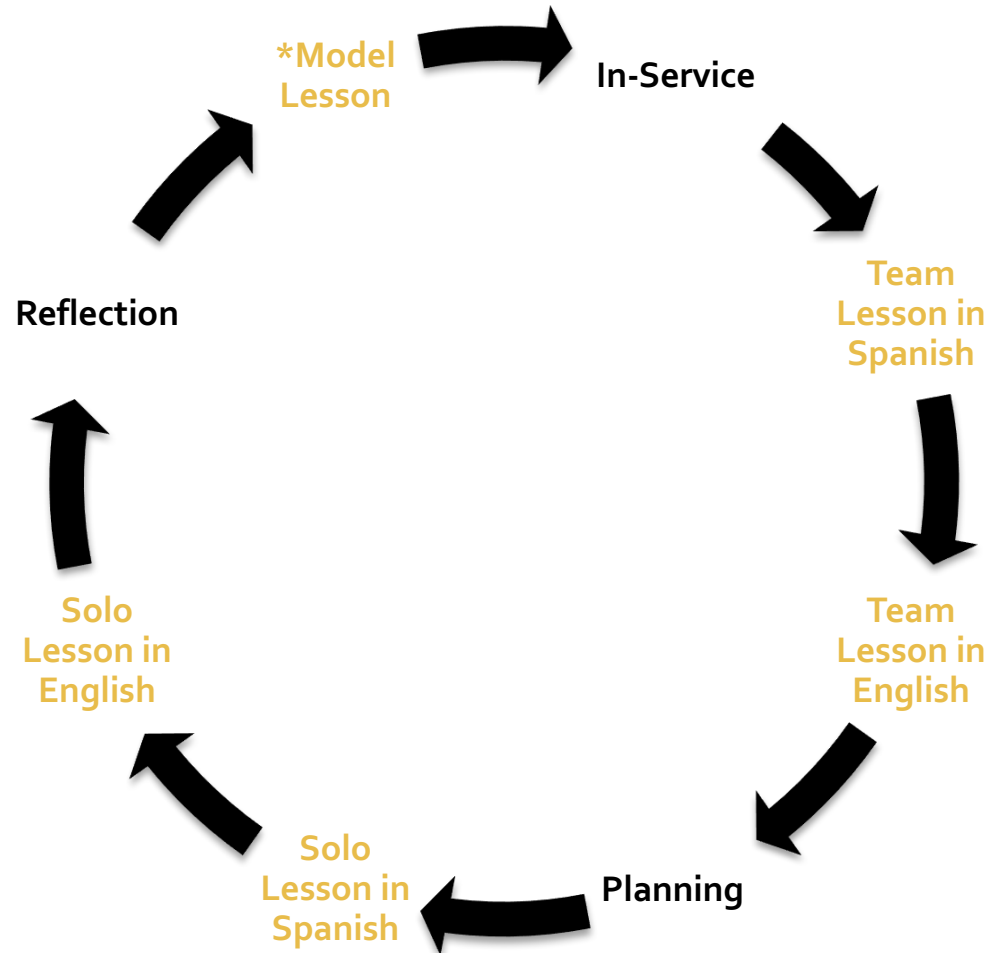
UNIT 6



GROUP
STORYBUILDING &
PROBLEM SOLVING 2.0

CHILDPLAY

Unit Plans



Best Practices of DLL

- Goals of DLL are bilingualism, bi-literacy, and biculturalism
- Dual language is for everybody!
- Draw on linguistic diversity in community (no dual-language teacher is an island)
- Extensive parent involvement—monthly family book club

(Department of Health and Human Services, National Center on Cultural and Linguistic Responsiveness. (n.d.) ; Freeman, et al., 2005).

Best Practices of DLL

- Plan for content and language together
- Lessons connect and build, not repeat
- Languages get their own times
- Assess in both languages

Come to the Integrating Drama into Pre-Literacy Practice for Language Learners Break-out Session

Monday 1:30-3:00pm
Tuesday 10:15am-11:45am
Room: 129A

- Experience a full EYEPlay lesson
- Drama activities will be facilitated
- A lesson plan will be reviewed
- There will be a discussion on application of the model
- Q&A

DLL Program Partners



Osborn School District

"An Osborn Education"



Creighton School District



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ASU Mary Lou Fulton
Teachers College
ARIZONA STATE UNIVERSITY

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Questions?

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Complete the Breakout Session Evaluation on the Mobile App

